

UBD Title or Topic

Subject/Course: Intro to Human Services

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Grade (s): 10 - 12 Designer (s) Debra Kraft

Stage 1: Desired Results

Core Standard(s): 2.4

Demonstrate positive teamwork and leadership skills in human services careers

Understandings: Students will understand that....

the ability to work with others is critical to success in the human services careers.

Essential Question(s):

How does the ability to work with others impact your success in a human services career?

Why are effective leadership skills necessary?

What is a leader?

Students will know....

... the elements of effective teamwork.

... the characteristics of an effective leader.

...the importance of teamwork and leadership in a human services career.

Student will be able to

➔Form a team of people qualified to address a human service issue.

➔ identify leadership attributes desirable in Human Services.

➔Demonstrate leadership skills.

➔Assess their personal leadership style

Stage 2: Assessment Evidence

What evidence will show that students understand?

x Performance Task

 Project

 Quizzes

 Tests

 x Informal Observations

 x Discussions

 Interviews

 x Self-Assessment

 x Other

Stage 3: Learning Plan

Motivation – Introduce and Explain

How will you help students know where they are headed and why? How will you hook students through engaging and thought-provoking experiences that point toward big ideas, essential questions, and performance tasks?

Optional Activity: How do you work as a group or in a group? Students complete a fun problem solving activity (Examples attached.) After the activity, the teacher leads a discussion regarding the different roles each played, negative and positive.

(Continued on next page.)

☞ **Analyze Teamwork:** using discussion or video clips of the TV shows ‘The Apprentice’ and ‘Extreme Makeover’. Analyze the teamwork demonstrated: positive, negative, win-win, win-lose?? Which style or type of teamwork would achieve the best results in careers in the Human Services Cluster?

☞ **Introduce the concept of leadership.** Post various leadership quotes around the room. Students should read the quotes and reflect on what they think it means? Review quotes with class discussion. *Generate a list of characteristics of leaders.*

Model (Teacher presentation):

What instruction is needed to equip students for final performance?

☞ **Sports Team Analogy:** Using a football, basketball or other team sport analogy, review the roles of each player on the team? What do the center / quarterback do? What would happen if everybody tried to be the quarterback? Successful teamwork requires each to do their job.

☞ **On-Target for Human Services:** This activity looks at Characteristics, Roles, Values and Purpose of leadership in a Human Service career. What characteristics are desirable? What different roles will you play? What values will be considered or are desirable? What is your goal / purpose?

Guided and Independent Practice (Student Engagement):

What events can students experience to make the ideas and issues real? What learning activities will Help student to explore the big ideas and essential questions?

Optional Activity: ‘I Am Sam’

☞ Watch selected scenes from ‘I Am Sam’ or other video which would relate to a Human Service career. During the clips, identify each of the different people who have a relationship to Sam’s case and what their role is. List and discuss student responses.

AND / OR; Human Services Pathway – Community Panel

☞ Form groups – one for each Human Services Pathway, students identify people within the Community working in their specific pathway. Students identify a situation, solicit and organize A panel of a ‘team’ which would address the situation. Students develop questions for the panel.

Reflection/Assessment:

How will you cause students to reflect and rethink to dig deeper into core ideas? How will you guide students in rehearsing, revising, and refining their work based on feedback and self-assessment? How will students exhibit their understanding about their final performances and products? How will you guide in self-evaluation to identify the strengths and weaknesses in their work and set future goals?

☛ **Design Teamwork Game:** Working in small groups, students are to research and design a game about teamwork. (Directions attached.)

☛ **Design Pathway Case Study and Team:** Divide the class into groups according to the pathways of the Human Services cluster. Each group should research and identify a client based situation. For their situation, they should:

Identify others who should / would / could be involved and identify their role. Who would you want on your team and why?

☛ **Leadership Self Assessment**

What kind of leader are you. What are the attributes of positive leadership? Each student completes a Leadership style self assessment.

☛ **Reflection – Teamwork / Leadership**

Students will complete a reflection discussing why teamwork and leadership are important in The Human Services field.

Suggested Order of Activities

1. **Optional group problem solving activity.** (Motivation)
2. **Teamwork discussion: ‘The Apprentice’, ‘Extreme Makeover’ video clips.** (Motivation)
3. **Sports Team Analogy** (Model, Teacher Presentation)
4. **Teamwork Game** (Reflection/Assessment)
5. **Optional activity – ‘I Am Sam’** (Guided and Independent Practice)
6. **Community Pathway Panel** (Guided and Independent Practice)
7. **Concept of Leadership – quotes activity** (Motivation)
8. **Leadership Self Assessment** (Reflection/Assessment)
9. **On Target for Human Services** (Model / Teacher Presentation)
10. **Reflection – Leadership and Teamwork** (Reflection / Assessment)